

McMahon, Jane, 352 Walmer Road Hill, Toronto, Ont.  
 O'Neill, Dorothy, 72 Indian Road Crescent, Toronto, Ont.  
 Osner, Catharine, Lunenburg, N.S.  
 Patterson, Helen, 51 Dorval Road, Toronto, Ont.  
 Peart, Mabel, 2062 Cornwall St., Regina, Sask.  
 Stevens, Ethel, 117 Melrose Ave., Toronto, Ont.  
 Tuck, Madeleine, 604 Bathurst St., Toronto, Ont.  
 Williams, Burnice, 2356 Scarth St., Regina, Sask.

## JUNIORS

Baker, Gladys, 96 Chisholm St., Toronto.  
 Bascom, Lucille, Whitby, Ont.  
 Berry, Gwendolyn, 5076 Connaught Drive, Vancouver, B.C.  
 Duffus, Emily, 519 King Edward Ave., Ottawa, Ont.  
 Forbes, Katharine, Tatamagouche, N.S.  
 Grange, Helen, Napanee, Ont.  
 Grant, Barbara, 593 St. Joseph St., Lachine, Que.  
 Hamilton, Ruth, 42 Cluny Drive, Toronto.  
 Henderson, Margaret, 236 Dunn Ave., Toronto.  
 Hickey, Margaret, Port Credit, Ont.  
 Jackson, Helen, Lavington, B.C.  
 Jewkes, Helen, Springhill, N.S.  
 Lee, Frances, 85 Robert St., Mimico, Ont.  
 McGee, Kathleen, 61 Forest Hill Road, Toronto.  
 McKay, Marion, 2150 Osler St., Regina, Sask.  
 Meilicke, Dorothy Ruth, 3738 Selkirk Ave., Vancouver, B.C.  
 Mooney Donaldia, Grand Coulee, Sask.  
 Mooney, Jean, 2343 Rose St., Regina, Sask.  
 Moore, Edith, 148 Hamilton St., St. John's, Nfld.  
 Moyer, Irma, 586 Markham St., Toronto.  
 Newman, Dora, 105 Church St., St. Catharines, Ont.  
 Nicholson, Margaret, 516 23rd St. E., Saskatoon, Sask.  
 Pirie, Isobel, 31 Cross St., Dundas, Ont.  
 Power, Jean, 100 Bain Ave., Toronto.  
 Rainer, Margaret, 81 Douglas Drive, Toronto.  
 Ryan, Margaret, 716 Hamilton St., New Westminster, B.C.  
 Thomas, Hazel, 12 Carleton St., Halifax, N.S.  
 Treble, Dorothy, 613 Avenue Road, Toronto.  
 Wingate, Amy, 40 Wineva Ave., Toronto.  
 Withers, Margaret, 30 Old Forest Hill Road, Toronto.  
 Woolaver, Margaret, Newport, Hants Co., N.S.

# The Margaret Eaton School

A TWO-YEAR NORMAL COURSE  
IN PHYSICAL EDUCATION



Calendar 1931=1932

# The Margaret Eaton School

A Two-Year Normal Course  
In Physical Education

Calendar  
1931-1932

CORNER OF YONGE AND MCGILL STREETS  
TORONTO



BASKETBALL TEAM, 1930-'31.

# The Margaret Eaton School

Mary G. Hamilton, Director

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## Faculty, 1931-1932

CHARLOTTE A. KAULBACH, Graduate of Bedford Physical College, England.

LILABEL I. SLOAT, B.A., Graduate of Chicago Normal School of Physical Education.

MARY IRENE THOMSON, B.Sc., Graduate of the Sargent School for Physical Education, Cambridge, Mass.

LAURA CUYLE GEDDES, Graduate of the Sargent School for Physical Education, Cambridge, Mass.

### Lecturers:

THORNTON MUSTARD, M.A., B.Paed., of the Toronto Normal School.

E. K. BROWN, B.A., Dip. d' E.F., of University College.

GEORGE McMULLEN, B.A., of Emmanuel College.

CHARLOTTE H. LAYTON, B.A., Secretary.

## Calendar 1931-1932

First Term - - - September 3rd to November 22nd

Second Term - - - November 23rd to February 28th

Third Term - - - February 29th to May 27th

Camp Tanamakoon, September 3rd to September 30th,  
inclusive.

Christmas Vacation, December 18th to January 4th,  
inclusive.

Easter Vacation, March 23rd to March 29th, inclusive.

## The School Buildings and Location

### CITY LOCATION:

The Margaret Eaton School is situated at the corner of Yonge and McGill Streets. In this building there is adequate class-room accommodation, a thoroughly equipped gymnasium, and a swimming tank, with modern filtration plant.

Residential accommodation assures to out-of-town students comfortable quarters and wholesome food during their years of study. (See P. 13).

### THE SEPTEMBER CAMP

The classes will commence their regular course of instruction at Camp Tanamakoon on September 3rd. This plan of opening the season with a month's training under camp conditions presents many attractive features.

## The Normal Course

The Normal Course in Physical Education demands junior matriculation or its equivalent. This course aims to make its graduates competent to organize and take charge of every branch of physical training for girls.

The practical subjects of the course include Swedish, Rhythmical and General Gymnastics, Remedial Gymnastics, Practice Teaching, Natural, Creative, Folk, National, Greek, Ballet and Character Dancing, Swimming, Life Saving, Canoeing, Archery, Track and Field Athletics, Indoor and Outdoor Games, including Badminton, Baseball, Basketball, Ground Hockey, Ice Hockey, Lacrosse and Tennis; also Voice Training and Public Speaking.

The theoretical subjects of the course include Anatomy, Physiology, Hygiene, Theory of Swedish Gymnastics, Physiology and Psychology of Exercise, Theory of Games, Principles of Education, Methods of Teaching, First Aid and Home Nursing, Psychology and Literature.



## Subjects of Study in Detail

### THEORY

*Anatomy*—This course includes study of the bones, joints and muscles in detail; also of the nervous system, the vascular system, and the viscera.

*Physiology*—A study is made of the interrelation of various bodily functions. This course forms the basis of the work of Hygiene.

*Hygiene*—The object of this course is threefold:—First, to give the student a scientific and practical knowledge of the means of maintaining health, for which purpose the general principles of hygienic living are studied, including the effect of air, food, sleep and bathing; second, to acquaint the prospective teacher with the principles of hygiene in the choice of site, construction, and administration of rural and city schools, such topics being discussed as seating, ventilation, lighting, toilets, drinking fountains, etc.; and last, to enable teachers to give instruction regarding health habits.

*Theory of Swedish Gymnastics*—A course in the history, aims and methods of teaching Swedish Gymnastics to all ages.

*Remedial Gymnastics and Massage*—Instruction is given in the causes and recognition of scoliosis, weak feet, and faulty posture, such as round shoulders, flat chest, forward head, round back, etc. The practical course in massage considers the technique, methods, and means of applying this treatment.

A postural clinic is held twice a week which the Seniors attend in divisions. Programmes of exercises are prepared to meet individual needs, and the treatments are given by the students, under supervision.

*Theory of Treatments*—A course combined to give the student a fair knowledge of various pathological conditions and diseases, particularly bony deformities, fractures and dislocations.



*Theory and Practice of Games*—This course includes a study of child psychology and the various theories of play, to aid the student in determining games suitable for all ages. The practical material presented includes games ranging from singing games to those more highly organized; all are discussed and classified according to their value for different age groups.

*Theory of Dancing*—A study of the theory of natural dancing and rhythm with a detailed study of rendering musical structure into movement patterns. "The Dance and Its Place in Education," by H'Doubler is the text. A survey of the entire field of dancing includes primitive and ceremonial, court (of various periods and countries), folk, national, Greek, natural, character, ballet and tap. Organization of lesson plans for various age groups and the selection of music for these lessons, is a part of the course. The last term includes a history of dancing, pageantry and costuming.

*History of Physical Education*—"The history of physical education is treated as a great movement, co-existent with civilization itself." "A Brief History of Physical Education," by Emmett A. Rice, is the text used.

*The Science of Education*—This study of pedagogy includes: The mental, emotional and physical growth of children; the laws of learning; the psychology of efficient teaching; progressive methods of class-room procedure and discussions of the ultimate and immediate aims and objectives of general education. While the above course deals with general education largely, lectures are vivified by illustrations, and examples from the field of physical education. This course lays a scientific foundation for the course to follow.

*Methods and Principles in Physical Education*—A detailed study of each age-group and each sex is made, characteristics and special interests being noted. Students keep card files of lesson plans for each age-group, made



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